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STATEMENT OF ACTIVITIES 1983-84

State Board of Education
State Department of Education

State of Connecticut

William A. O'Neill, Governor

Board of Education

June K. Goodman, Chairwoman

James J. Szerejko, Vice-Chairman

A. Walter Esdaile

Warren J. Foley

Roberto Fuentes

Abraham Glassman

Rita L. Hendel

John F. Mannix

Julia S. Rankin

**Norma Foreman Glasgow (ex officio)
Commissioner of Higher Education**

**Gerald N. Tirozzi
Commissioner of Education**

**Frank A. Altieri
Deputy Commissioner
Finance and Operations**

**Lorraine M. Aronson
Deputy Commissioner
Program and Support Services**

STATEMENT OF ACTIVITIES 1983-84

**An Annual Report of the State Board of Education and
State Department of Education**

Contents

Overview	1
Office of the Commissioner	7
Division of Educational Administration	11
Division of Elementary and Secondary Education	19
Division of Vocational and Adult Education	27
Division of Vocational Rehabilitation	37
Division of Vocational-Technical Schools	43
Figures	
Fig. 1. State Department of Education Organization	2
Fig. 2. Division of Educational Administration	12
Fig. 3. Division of Elementary and Secondary Education	20
Fig. 4. Division of Vocational and Adult Education	29
Fig. 5. Division of Vocational Rehabilitation	38
Fig. 6. Division of Vocational-Technical Schools	44
Tables	
Table 1. State Department of Education Resources	5
Table 2. Office of the Commissioner	10
Table 3. Division of Educational Administration	17
Table 4. Division of Elementary and Secondary Education	26
Table 5. Division of Vocational and Adult Education	35
Table 6. Division of Vocational Rehabilitation	42
Table 7. Division of Vocational-Technical Schools	46

The 1983-84 school year was a year of new beginnings.

In the previous year, the State Board of Education had conducted a national search for a new Commissioner of Education, when the then Commissioner, Mark R. Shedd, decided not to stand for reappointment. The new Commissioner selected by the Board was Gerald N. Tirozzi, whose appointment took effect on July 1, 1983--the first day of the 1983-84 fiscal year reported on in this *Statement of Activities*.

One of the new Commissioner's early actions was the naming of two new deputy commissioners. Frank A. Altieri was named Deputy Commissioner of Finance and Operations, and Lorraine M. Aronson was named Deputy Commissioner of Program and Support Services.

Last year (1982-83) was a year of intensive self-study and examination of Connecticut's public education system as the Board and the Department sought ways to achieve both equity and excellence in the learning experiences provided to the state's residents, particularly its young people. This year (1983-84) was a year of beginning to implement what was learned in those studies and, under the new leadership, to set new directions for Connecticut elementary and secondary education.

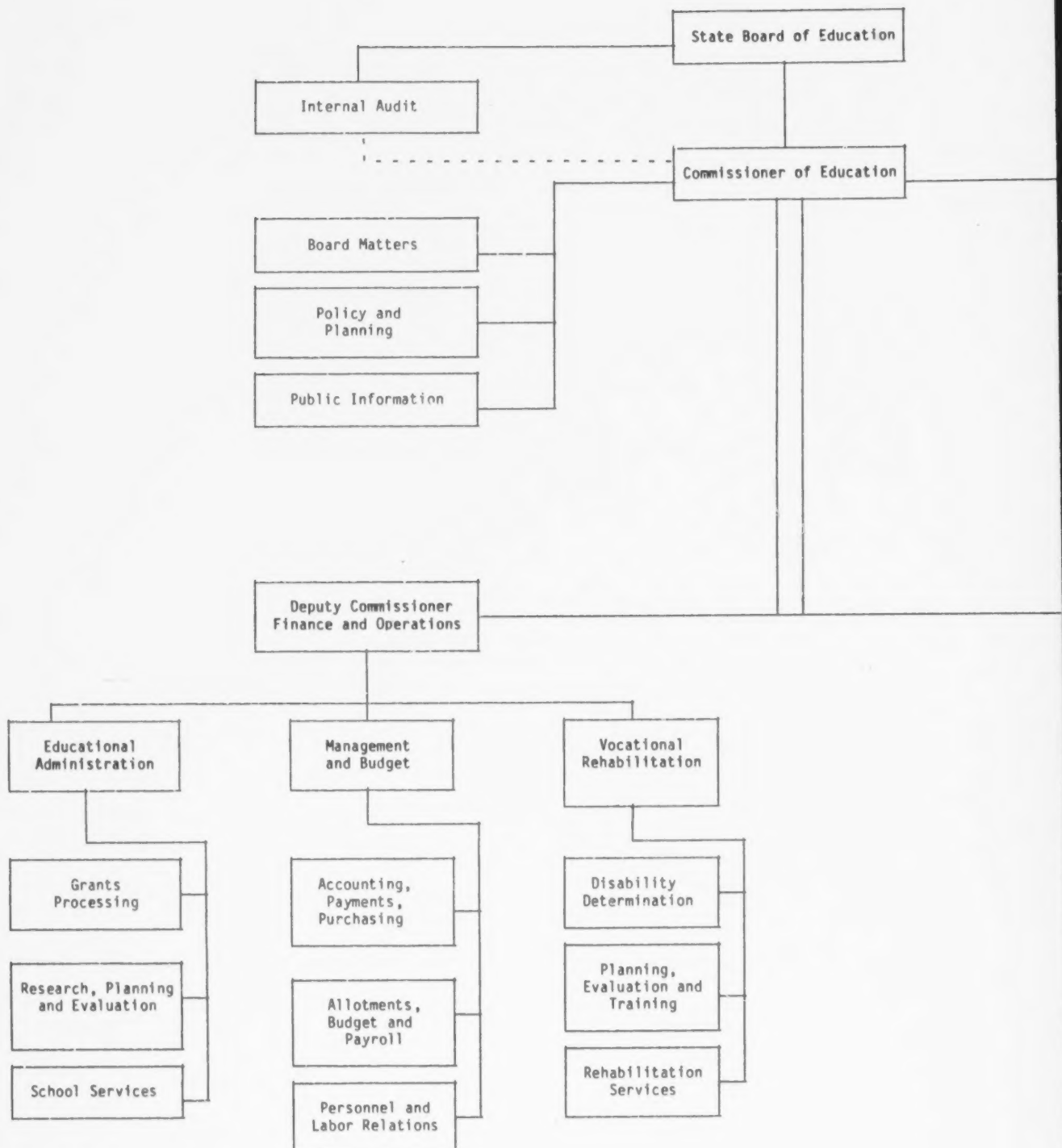
ORGANIZATION AND RESPONSIBILITIES

Connecticut's public school system this year served 491,505 students from kindergarten through grade 12. In doing this, it strives to provide equity and excellence in educational programs within the framework of state and federal laws. The central premise of state law is a guarantee that each student in Connecticut's public schools will have an equal opportunity to receive a suitable educational experience. Assuring a suitable program for each student is the responsibility of the state.

To fulfill this responsibility, a nine-member Board of Education decides policy, provides technical assistance to educators in local and regional school districts, protects the interests of the state by enforcing educational mandates, and serves as an advocate for children and youth.

Members of the State Board of Education are appointed to four-year terms by the Governor, subject to the approval of the General Assembly.

Connecticut State



Department of Education

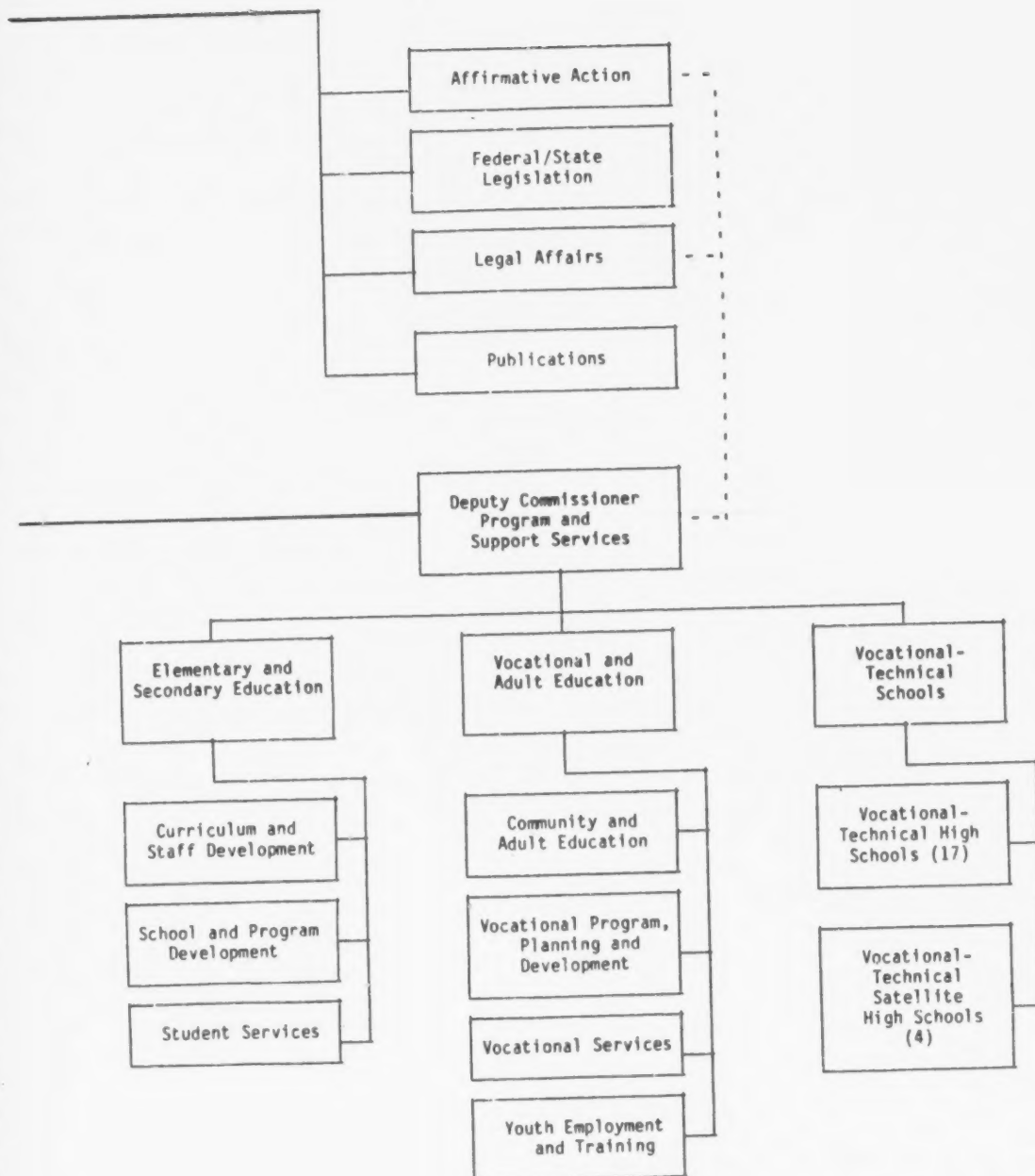


Figure 1

The chairwoman of the Board, appointed to the position by the Governor, is June K. Goodman, Danbury. James J. Szerejko, Hartford, is vice-chairman. Their terms on the Board expire in 1985, as do the terms of Roberto Fuentes, Stamford, and Warren J. Foley, North Canaan. Appointed to serve until March 1, 1987 are: A. Walter Esdaile, New Haven; Abraham Glassman, South Windsor; Rita L. Hendel, New London; John F. Mannix, Wilton; and Julia S. Rankin, Ashford. Serving in an ex officio capacity is Norma Foreman Glasgow, Commissioner of Higher Education. The Commissioner of Education, who is the Secretary of the Board and the administrative head of the Department, is appointed by the Board.

1983-84 ACHIEVEMENTS OF THE STATE BOARD OF EDUCATION

In carrying out its mandated responsibilities during 1983-84, the Board

- Adopted as its goals those set forth through the Commissioner's Office in *Connecticut's Challenge: An Agenda for Educational Equity and Excellence*. Among the many recommendations for improvement were initiatives to
 - improve teaching (eight initiatives)
 - address early childhood education (six)
 - improve educational assessment and assistance (seven)
 - set higher standards (seven)
 - increase teacher time for preparation (one)
 - examine delivery of vocational education services (one)
 - enhance educational opportunities for adults (one)
- Proposed and was instrumental in passage of legislation
 - to encourage participation of parents in the educational process;
 - to merge the *Comprehensive Plan for Elementary and Secondary Education* with the *Master Plan for Vocational and Career Education* by creating a five-year *Comprehensive Plan for Elementary, Secondary, Vocational, Career and Adult Education*;
 - to establish a three-year priority school district program including grants to assist school districts with the greatest need to improve student academic achievement;
 - to institute statewide mastery tests in grades 4, 6 and 8;
 - to require 20 credits for high school graduation, with no fewer than four in English, three in mathematics, three in social studies, two in mathematics, one in physical education, and one in the arts or vocational education;

to require each local or regional board of education to develop and submit to the State Board of Education for approval a five-year plan for professional development;

to modify the teacher incentive loan program to permit persons with prior teacher certification to be eligible for loans and to require that students, to be eligible, must be enrolled full-time in a teacher education program;

- Attempted to develop, over a period of months and with the help of a facilitator from Aetna, a definition of equal educational opportunity that would encompass both equity and excellence in education for all Connecticut's citizens;
- Participated in training sessions, led by a management consultant, on effective board procedures.

Resources

A summary of the staffing and expenditures of the State Department of Education for 1983-84 appears in Table 1. Amounts expended from both state and federal funds are shown for each of the five divisions and for the Office of Management and Budget, including the Commissioner's Office. The number of authorized positions is for the end of the fiscal year, June 30, 1984. Further details for each of the divisions, by bureau and unit, appear at the end of each section of the report in Tables 2 through 6.

Table 1

General Fund						Federal Fund				
Divisions	Positions	Personal Services	Other Expenses	Equipment	Grants and Other Payments	Positions	Personal Services	Other Expenses	Equipment	Grants and Other Payments
Educational Administration	49	\$ 1,349,664	\$ 543,284	-	-	34	\$ 1,263,575	\$ 218,738	\$ 15,875	\$23,107,862
Grants to Towns	-	-	-	-	\$554,212,305					
Grants to Other Than Towns	-	-	-	-	8,633,675					
Elementary and Secondary	41	1,513,850	327,335	-	-	52	2,016,534	2,170,190	6,291	\$1,118,463
Vocational-Technical Schools	1,449	32,253,425	7,292,252	\$779,283	-	52	1,414,295	194,333	263,380	109
Vocational and Adult Education	23	707,969	195,810	-	250,000	43	1,950,723	173,291	11,010	8,986,010
Vocational Rehabilitation	-	-	-	-	-	317	10,240,862	5,058,266	35,675	1,489,295
Office of Management and Budget	82	1,570,832	1,417,544	\$5,419	-	50	1,280,265	52,507	21,307	-
Agency Total	1,644	\$37,395,740	\$9,776,225	\$834,702	\$563,095,980	548	\$18,166,254	\$7,867,325	\$353,538	\$84,701,739
TOTAL										
General Fund		\$611,102,647								
Federal Fund		\$111,088,856								
Department		\$722,191,503								

OFFICE OF THE COMMISSIONER

Affirmative Action

Board Matters

Federal and State
Legislative Relations

Legal Affairs

Management and Budget

Policy and Planning

Public Information

Publications

MISSION

" . . . General supervision and control of the educational interests of the state, . . . [including] preschool, elementary and secondary education, special education, vocational education and adult education; . . . provide leadership and . . . promote the improvement of education in the state . . . ; keep informed as to the condition, progress and needs of the schools . . . ; develop . . . evaluation and assessment programs designed to measure . . . the adequacy and efficacy of the educational programs offered by public schools Submit to the governor . . . and to the . . . [education] committee of the general assembly . . . a detailed statement of the activities of the board and an account of the condition of the public schools and of the amount and quality of instruction"

Connecticut General Statutes
Section 10-4

Functions performed by the staff of the Commissioner's Office include: Affirmative Action, Board Matters, Federal and State Legislative Relations, Legal Affairs, Management and Budget, Policy and Planning, Public Information and Publications.

The agency's Affirmative Action officer seeks to ensure equal opportunities to employees and applicants in all aspects of employment including recruitment, selection, promotion, terms and conditions, privileges, compensation, training, educational assistance, benefits, transfers, discipline, layoffs, recalls and termination. Thus the Commissioner's Office continually monitors personnel policies and procedures, removing all discriminatory practices. A major activity involves updating the Department's Affirmative Action Plan twice yearly. Another function is to attempt to increase the responsiveness of schools to the diverse needs, styles and aspirations of students and communities.

A member of the Commissioner's staff for Board Matters serves as liaison to the State Board of Education, gathers and compiles information that is timely, accurate and relevant to the issues on which the Board must act. Through this procedure, the Commissioner can ensure that the Board has the necessary materials with which to make decisions; that Department staff members are aware of Board actions relating to their specific areas of responsibility, and that all actions of the Board are properly recorded and documented in accordance with state law.

Federal and State Relations are the responsibility of an attorney who maintains liaison with Congress and the administration in Washington, D.C. and the administration's regional office in Boston, Massachusetts, and plans and manages activities related to the executive and legislative branches of state government.

Washington-based agencies with which contacts are maintained include the U.S. Department of Education, the National Center for Education, the National Center for Education Statistics, the National Institute of Education and the Office of Management and Budget. These contacts provide timely information on pending legislation that will affect education in Connecticut and on which the State Board of Education may wish to act.

At the state level, the assistant to the commissioner plans and manages activities related to the executive and legislative branches of state government. The role involves developing an annual state legislative cycle and coordinating with the General Assembly all State Board and State Department of Education matters relating to legislation, regulations, funding and constituent concerns, and maintaining continuous liaison with the Education, Appropriations and Finance Committees of the General Assembly. He informs the Board and Department of activities of the General Assembly, and following each legislative session, reports to all school districts and educational organizations on new laws relating to education.

The Office of Legal Affairs provides information about educational rights and responsibilities to the Department, local school districts, parents and citizens. Responsibilities of the office include: review of contracts, agreements and regulations; handling complaints and inquiries regarding the educational interests of the state in compliance with Section 10-4b of the General Statutes; supervision of Department activities related to hearings, appeals, teacher-board conciliation, arbitration and

related services; and liaison with the Attorney General's Office. During the 1983-84 school year, 169 teacher and administrator contracts were settled.

The Office of Management and Budget (OMB) provides systems and services for effective management and operation of the State Department of Education. OMB includes the Office of the Director and four sections organized by function: budget, allotments and payrolls; purchasing, payments and accounting; personnel; and property control and central services. During the 1983-84 year, the functions of data processing and word processing were expanded and reassigned from the Division of Educational Administration to the Office of Management and Budget. The function of data processing is to develop and maintain the Department's computerized data systems to produce and organize information about the operation of the schools and how they are functioning. Staff coordinates all data collection activities and provides information for use in the development of policy and programs. Projects include monitoring and reporting local district expenditures and school tax rates; analyzing the impact of legislation on fiscal resources supporting educational opportunities; and maintaining records to verify the status of certification and assignments of all professional staff.

Policy Making and Planning are carried out by the Commissioner's Office. Functions include the development of organizational plans; job analyses; maintenance of effective relationships with other state agencies; acting as liaison and providing technical assistance to local school districts, state and national education associations. Staff reviews agency, interagency and state plans including plans for federal assistance and applications for federal grants awarded on a competitive basis to ensure that they are consistent with the goals of the State Board of Education.

The Public Information Office serves as the contact point for all news media. Staff members develop materials for speeches, news releases, articles and internal house organs, and respond to inquiries from the public, including calls on the Governor's Information Line. Other responsibilities include maintaining a clipping service and assisting with the distribution of publications.

The Publications Office is responsible for editing and producing Department publications, providing consulting services to Department personnel as they prepare materials for publication, and maintaining the quality of the materials and publications issued by the Department.

1983-84 ACHIEVEMENTS

Achievements for which the Commissioner's Office provided the impetus include:

- Development of *Connecticut's Challenge: An Agenda for Educational Equity and Excellence*. This plan, setting goals and tasks for the near future, was described on page 4 in the previous section. It lays on the line recommendations for the improvement of Connecticut education to which the Board and the Commissioner are committed and outlines the activities the Department will undertake to meet the challenge.
- Installation of automated data and word processing throughout the Department, and training of staff to utilize and operate the new equipment;
- Preparation of the 1985-86 budget on computer, and
- Planning for staff reorganization.

Resources

The number of personnel and the financial resources of the Office of the Commissioner are summarized below. The summary indicates how both state and federal funds are used to provide personnel, grants and other expenses. The amounts expended are for the fiscal year 1983-84, ending on June 30, 1984, and the number of positions shown is for that date.

Table 2

	General Fund					Federal Fund				
	Posi- tions	Personal Services	Other Expenses	Equip- ment	Grants and Other Payments	Posi- tions	Personal Services	Other Expenses	Equip- ment	Grants and Other Payments
Commissioner	11	\$ 314,006	\$ 160,851	\$14,890	-	2	\$ 75,817	\$38,981	\$14,124	-
Affirmative Action	1	28,392	721	-	-	2	55,453	-	-	-
Internal Audit	5	123,706	81,508	-	-	1	34,779	-	-	-
Legal Affairs	5	143,530	24,407	-	-	1	53,814	2,324	-	-
Public Information- Publications	2	70,373	35,393	-	-	3	67,758	7,378	-	-
Director, OMB	3	96,453	248,605	40,529	-	0	-	3,824	7,183	-
Accounting, Payments and Purchasing	23	375,116	221,440	-	-	24	583,213	-	-	-
Budgeting, Allotments and Payroll	8	125,474	2,826	-	-	7	175,418	-	-	-
Central Services and Property Control	3	37,175	558,148	-	-	5	118,865	-	-	-
Personnel	8	164,345	2,127	-	-	5	115,148	-	-	-
Mystic Education Center	13	92,262	73,518	-	-	-	-	-	-	-
Division Total	82	\$1,570,832	\$1,417,544	\$55,419	-	50	\$1,280,265	\$52,507	\$21,307	-

DIVISION OF EDUCATIONAL ADMINISTRATION

Bureaus

Grants Processing

Research, Planning and Evaluation

School Services

MISSION

"... To support the activities of the departmental staff and local agencies by developing and improving management and organization."

*Comprehensive Plan for Elementary
and Secondary Education*

Major responsibilities of the Division of Educational Administration (DEA) are to provide the department and local education agencies with a wide range of management services, including

- research, planning and evaluation
- professional certification
- state and federal grants management
- child nutrition programs management
- data processing
- school facilities services

The division collects, analyzes and disseminates information on which the State Board of Education, local school boards and administrators, the legislature and the public can make policy decisions about public education in Connecticut.

ORGANIZATION AND RESPONSIBILITIES

The work of the division is carried out by three bureaus, each with specific responsibilities related to the overall purpose of the bureau to which they belong (see Figure 2).

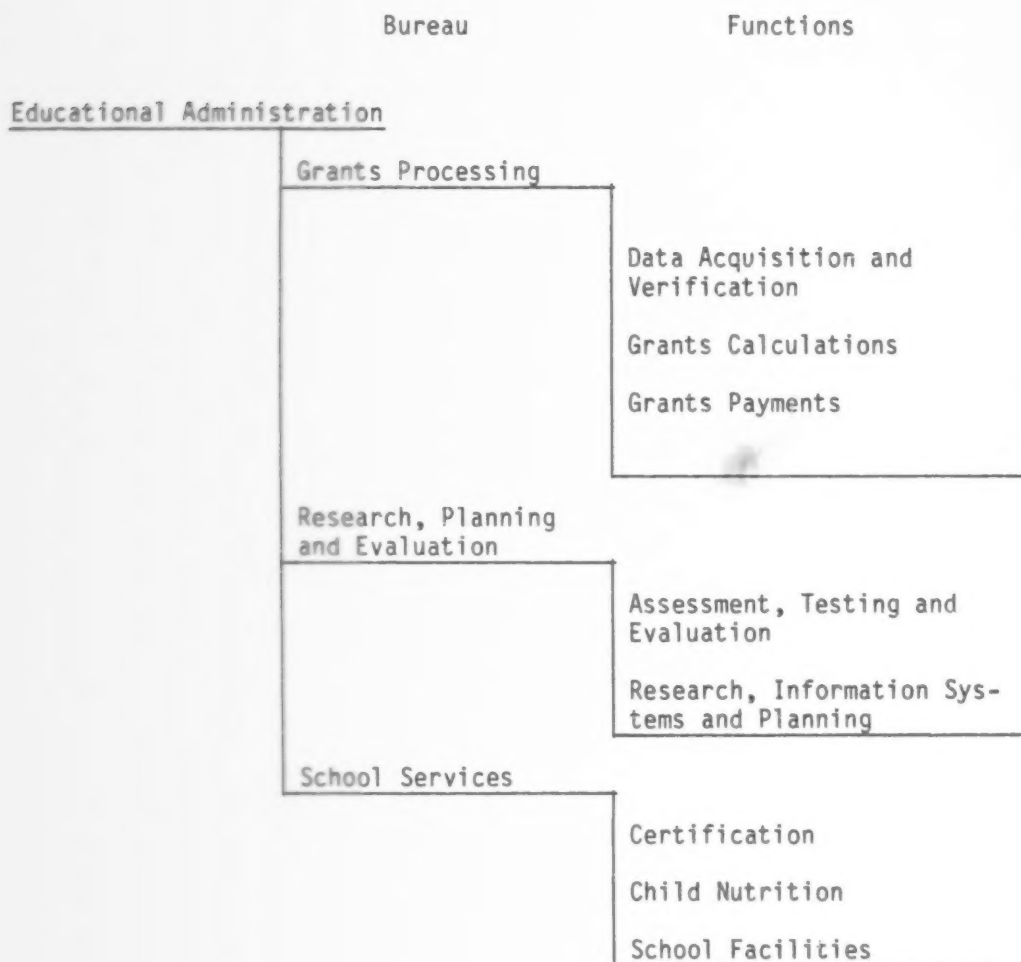


Figure 2
Division of Educational Administration

Bureau of Grants Processing

The primary purpose of the Bureau of Grants Processing is to ensure that local school districts and other eligible state and local agencies receive their proper share of state and federal grants-in-aid for educational purposes. The distribution of funds is based on local reports and other substantiating materials, in accordance with state and federal laws and regulations. At the same time, the bureau is responsible for producing technical assistance to grant recipients to ensure their compliance with current laws and regulations.

Functions of the bureau include:

- **Data Acquisition and Verification.** Staff members collect, verify and disseminate all necessary revenue expenditure and data from local education agencies, state and federal agencies.
- **Grants Calculations.** This involves calculating all grants according to prescribed state and federal laws and regulations and calculating budget projections and various grants and entitlements.
- **Grants Payments.** Personnel assigned to this function prepare all the paper work necessary to allocate and make the payments. Periodically they also review the standards followed in grants processing, maintain up-to-date procedures manuals and conduct audits.

Members of the bureau also analyze the fiscal impact of proposed state and/or federal legislation and prepare the budget of the State Board of Education.

Bureau of Research, Planning and Evaluation

The overall responsibility of the Bureau of Research, Planning and Evaluation is to provide the State Department of Education, and Connecticut educators and citizens with the information they need to effectively direct and operate the public elementary and secondary schools of the state. This information is generated in the form of research findings; program evaluations; summaries of current practice; policy analyses; reports on the condition of the state's public schools, their progress and needs; and policy recommendations about the educational interests of the state.

Functions performed by staff members of the Bureau of Research, Planning and Evaluation include:

- **Assessment, Testing and Evaluation.** The staff oversees statewide assessment activities and provides information about the performance of the public schools and the State Department of Education

with respect to established state and local goals and objectives. A major responsibility is to develop strategies and techniques for evaluating and reporting on the progress of public education in meeting established pupil achievement objectives. Four major program components are:

Education Evaluation and Remedial Assistance (EERA) which includes developing and administering a ninth-grade proficiency examination; evaluating school district testing and remedial assistance plans; analyzing school district EERA biennial reports; conducting in-service workshops and designing a procedure for conducting on-site program audits.

Connecticut Assessment of Educational Progress (CAEP) including development and administration of objective-referenced tests (art/music, career education, social studies, etc.) and dissemination of results.

Compensatory Education Evaluation, which includes reporting on the effectiveness of compensatory education programs, federal and state.

Development of Tests and Assessment Procedures. Currently, the unit is involved with development of an entrance examination for prospective teachers and an exit examination for individuals seeking initial teacher certification.

- Research, Information Systems and Planning. Functions are to acquire, analyze and present information for the use of local, state and federal education policymakers. Data now being maintained on computer files include information about local school district personnel, minority staff and pupils, nonpublic school pupils, and activities of public and nonpublic high school graduates. Staff data is coordinated with the Teachers' Retirement Board. The information forms the basis for periodic published research reports on staff, students, and enrollment. Data are also made available to Department of Education staff on topics such as racial imbalance, affirmative action, effective schools, enrollment projections and other subjects.

Bureau of School Services

The Bureau of School Services reviews and approves programs in child nutrition, school facilities and teacher certification. Its mission is to assist school personnel with technical guidance in these areas, so that all parties are able to meet the demands of statutory and regulatory requirements. Staff functions are:

- Certification. Personnel issue certificates necessary for employment in local school districts to eligible school personnel, including teachers and administrators. They are responsible

also for ensuring that all personnel hold appropriate certificates and that local districts act in compliance with state statutes and regulations. This is achieved through an annual survey of the certification status of all Connecticut teachers and employees subject to certification.

- **Child Nutrition.** Personnel administer the federally funded nutrition programs such as the National School Lunch Program, the School Breakfast Program, the Special Milk Program, the Summer Food Service Program and the Child Care Food Program. The United States Department of Agriculture provides reimbursement for nutritionally adequate meals served in these programs. To receive federal funds and government-donated foods, a school district agrees to serve breakfasts and/or lunches that meet minimum nutritional requirements at as low a cost as possible; to serve needy children free of charge or at a reduced rate; to operate on a nonprofit basis, and to ensure that all child nutrition programs are available to all children.

Information about foods and nutrients is made available to students, teachers and food service personnel, and nutrition education curricula and materials to be used with students are distributed to schools participating in the Nutrition Education and Training Program (P.L. 95-166).

- **School Facilities.** These services relate to the construction of new facilities and the extension or alteration of existing facilities; they also ensure that all public school buildings meet health, safety and fire code standards. Staff members review all specifications for economy and utility; approve preliminary and final plans; inspect school plant sites for suitability and codes compliance; collect and distribute cost, technical and procedural information on all municipal and regional projects receiving state grants; and certify periodic and final grant payments.

Staff also communicates with other state and federal agencies on developments in the field of school plant planning and advises local school officials, architects and representatives of community groups on the application of laws, regulations and Department policy.

1983-84 ACHIEVEMENTS

Under the direction of Robert E. Lamitie, the Division of Educational Administration made progress in achieving two main objectives of the division for this school year: to develop mastery tests for students and competency tests for teacher candidates, and to increase the use of automation throughout the Department of Education.

Among the 1983-84 accomplishments of the division were the following:

- The Assessment, Testing, and Evaluation staff of the division, with the assistance of several advisory groups developed test specifications for the 4th grade mastery test. Mastery tests are being developed and will cover certain basic skills. The tests will first be given to 4th grade students in 1985 and in 1986 to 6th and 8th grade students.
- Procedures for data management, grant calculations, and payments were automated, and the processing of school facilities grants was improved.
- Computer specifications were developed for 15 new grant applications and revised or improved for 23 other grants.
- A Wang VS-90 minicomputer was acquired, which allows Department personnel to process and access information more quickly and efficiently. Many applications have been developed for this new computer.
- In conjunction with the Division of Elementary and Secondary Education's Bureau of Curriculum and Staff Development and the Teacher Examination Development Panel, the Division of Educational Administration has established test specifications and adopted testing instruments in the areas of reading, language, and mathematics to be administered to all those seeking admission into a teacher training program. This competency testing program will ensure that all teacher candidates possess a core of basic skills that are essential for the teaching profession.
- A record number of plans and specifications were approved (345) and 200 schools were inspected for code compliance. This was part of an effort to improve the processing of technical aspects of school facilities grants.
- Grant application seminars were held throughout the state for the purpose of informing district personnel of reporting requirements, new legislation, and other matters of concern to them. Three hundred and twenty-seven persons participated in the nine regional seminars and evaluated them as good or excellent.

Resources

The number of personnel and the financial resources of the Division of Educational Administration are summarized below. The summary indicates how both state and federal funds are used to provide personnel, grants and other expenses. The amounts expended are for the fiscal year 1983-84, ending on June 30, 1984, and the number of positions shown is for that date.

Resources, Division of Educational Administration

Table 3

General Fund						Federal Fund				
	Posi- tions	Personal Services	Other Expenses	Equip- ment	Grants and Other Payments	Posi- tions	Personal Services	Other Expenses	Equip- ment	Grants and Other Payments
Division										\$23,107,862
*Bureau of Research, Planning and Evaluation	15	\$ 513,457	\$466,647	-	-	13	\$ 488,327	\$ 80,494	-	-
Research, Information and Planning	7	266,083	86,920	-	-	1	18,350	-	-	-
Assessment, Testing and Evaluation	3	117,225	366,213	-	-	6	219,575	80,494	-	-
Data Processing	3	65,795	2,795	-	-	6	250,402	-	-	-
*Bureau of Grants Processing	14	350,690	30,628	-	-	13	393,118	-	-	-
Data Acquisition and Verification	5	112,793	1,285	-	-	2	66,748	-	-	-
Grants Calculations	3	81,478	1,952	-	-	6	186,445	-	-	-
Grants Payments	0	-	1,461	-	-	3	96,865	-	-	-
Grants to Towns	-	-	-	-	554,212,305	-	-	-	-	-
Grants to Other Than Towns	-	-	-	-	8,633,675	-	-	-	-	-
Automation and Systems Design	3	88,741	443	-	-	-	-	-	-	-
*Bureau of School Services	17	388,370	14,244	-	-	8	382,130	138,244	15,875	-
School Facilities	6	132,651	5,744	-	-	-	-	-	-	-
Child Nutrition	2	51,067	-0-	-	-	8	382,130	138,244	15,875	-
Teacher Certification	7	147,631	3,799	-	-	-	-	-	-	-
Division Director	3	97,147	31,765	-	-	-	-	-	-	-
Division Total	49	\$1,349,664	\$543,284	-	\$562,845,980	34	\$1,263,575	\$218,738	\$15,875	\$23,107,862

*Includes Office of Bureau Chief

DIVISION OF ELEMENTARY AND SECONDARY EDUCATION

Bureaus

Curriculum and Staff Development

School and Program Development

Student Services

MISSION

To help local school districts develop and improve elementary and secondary education programs and services

Major responsibilities of the Division of Elementary and Secondary Education, embodied in the goals of the State Board of Education and in federal and state statutes, include

- ensuring professional competence/teacher preparation/certification policy/in-service training
- curriculum development/graduation requirements/district offerings
- learning resources and technologies
- approving, monitoring and evaluating school programs to meet state and federal requirements
- special education
- equity and equal opportunity

ORGANIZATION AND RESPONSIBILITIES

The Division, comprised of three bureaus, each of which performs several special-purpose functions, is the state's primary provider of educational support to local school districts. The activities of the Division and its educational consultants are directed by Robert I. Margolin. The organization of the Division is depicted in Figure 3.

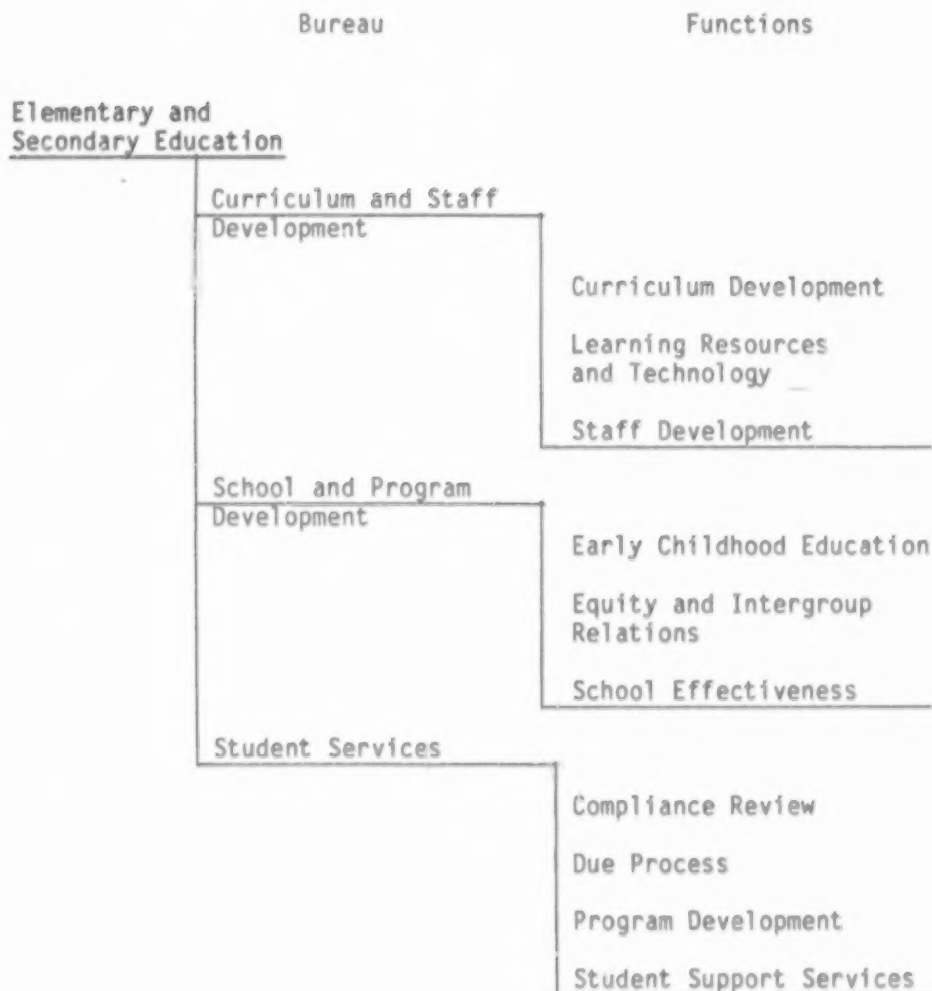


Figure 3
Division of Elementary
and Secondary Education

Bureau of Curriculum and Staff Development

The purposes of the Bureau of Curriculum and Staff Development are implicit in its title: to help local education agencies develop and improve curriculum offerings and to increase the competence of teachers and administrators. Functions are:

- **Curriculum Development.** The staff includes curriculum specialists in the arts, foreign languages, language arts, mathematics, physical education, science and social studies.

They supply materials and provide expertise to local and regional school districts in order for districts to offer the planned, ongoing and systematic programs of instruction required by state statute. Each consultant responds to the individual requests of districts for assistance and serves as a resource to other units of the State Department of Education, to state agencies and to the general public. All curriculum consultants participate in regional workshops, meetings and statewide conferences on topics of broad interest.

- **Learning Resources and Technology.** The staff performing this function administers the Department's instructional television services, selecting and scheduling programs to be broadcast, and provides technical assistance to local schools and school libraries in developing programs and facilities for the effective use of instructional technology, both computers and television. The group also issues printed materials in support of school cooperation among the State Department of Education, local education agencies, regional educational service centers, cooperative library service units and the State Library in matters relating to learning resources and technology.
- **Staff Development.** Personnel provide leadership and assistance to local school districts and institutions of higher education for the continuous improvement and development of excellence in programs for educational personnel. Staff members assist committees dealing with standards for teacher preparation program approval, certification requirements and in-service training of school personnel.

Bureau of School and Program Development

The objective of the Bureau of School and Program Development is to help schools become more effective as places in which students learn.

- **Early Childhood Education.** Attention focuses on the years between birth and kindergarten entry. Areas of concern include child care, parenting, early childhood special education and interagency collaboration.

The staff carries out activities necessary to promote the expansion of early childhood education services in the state. Consultants work to ensure that all of the state's young children have access to quality early learning experiences. Because of the paucity of information on early childhood education, there is a great need to simulate primary practices, to research and to disseminate the results, and to coordinate and expand existing professional development opportunities.

Early childhood consultants are involved in establishing criteria for the licensure and approval of the educational components of early childhood programs, and designing and implementing procedures for such licensure and approval. Personnel collect data and information to assist in planning and evaluation.

The current focus is on collaborative arrangements among local, state and federal agencies. The bureau administers the State Implementation Grant which supports efforts to establish inter-agency collaboration for young handicapped children and the Preschool Incentive Grant which supports training, technical assistance and service to benefit handicapped children of ages three through five.

- **Equity/Intergroup Relations and Special Programs.** Consultants seek to enhance the range and quality of instructional programs for all students, regardless of their dominant language, race, national origin, sex or handicapping condition. Programs included within the unit are bilingual education, sex equity, national origin, home instruction, student affairs, law-related education, refugee assistance, public and nonpublic school approval, crisis intervention, intergroup relations and Native American education. Consultants, functioning as program managers, are responsible for developing and implementing state programs which are prescribed by the appropriate state and/or federal legislation; disbursing funds to eligible school districts; monitoring for compliance; and assisting school districts seeking to improve the educational opportunities of students with special needs. Statewide, regional and local workshops and conferences are offered on issues related to equal educational opportunity.
- **School Effectiveness.** Personnel are responsible for administration of Connecticut's compensatory education programs (Chapter 1 of the Education Consolidation and Improvement Act (ECIA) of 1981 and Remedial Assistance Grants under the State's Education Evaluation and Remedial Assistance (EERA) program); for administration of the federal education block grant program under Chapter 2, ECIA; and for implementation of Connecticut's School Effectiveness Project.

Chapter 1 and EERA programs serve approximately 50,000 children in 146 participating school districts, while Chapter 2 serves the

majority of school-age children in the state in all local school districts and in four state agencies. The School Effectiveness Project operates in 16 Connecticut public schools. In addition to the above, special services are provided in the areas of rural education, urban education, migrant education and programs in institutions for neglected and delinquent children. The staff oversees approximately \$50 million in state and federal grants.

For Chapter 1, EERA and Chapter 2, staff provide administrative and program support services which include reviewing and approving grant applications, conducting on-site monitoring visits, disseminating information on policies and programs, promoting parent involvement, undertaking state-level program evaluation, and coordinating activities with other federal, state and local programs.

School Effectiveness Project activities include disseminating information, recruiting new schools as project participants, undertaking comprehensive school assessments, conducting planning and problem-solving institutes for school staff, and providing post-institute follow-up services to participating schools.

Bureau of Student Services

The Bureau of Student Services is responsible for strengthening and monitoring a variety of services to increase learning opportunities for students with special needs.

- **Compliance Review.** The staff monitors all public school programs that serve handicapped children to ensure that the programs comply with special education laws, state and federal. The staff is also responsible for the approval of special education programs in private schools.

Each year consultants review approximately one-third of the local school district programs in Connecticut. Additionally, private special education programs are evaluated for initial or continuing approval and recommendations are forwarded to the State Board of Education for action.

Other activities, outlined in the *Comprehensive Plan*, include development of a private school cost reporting system; new standards for approving private special education programs, and the maintenance of a directory of approved private schools offering special education programs.

- **Due Process.** The group assigned to this task is responsible for ensuring that exceptional children and their parents are afforded their rights under both state and federal law, and is responsible for maintenance of the computerized Special Education Monitoring Information System (SEMIS).

The procedural requirements for the resolution of disagreements between parents and school districts regarding a child's special

education are set forth in the Connecticut General Statutes. Section 10-76h provides for an administrative review by a local board of education, to be followed, if requested of the State Board of Education, by a mediation or hearing, for which the State Board appoints a mediator or hearing officer. A party aggrieved by the decision of the hearing officer may appeal to the courts. The legislation sets out specific timelines which must be followed in each of the above procedures.

Activities specifically related to due process include:

- responding to complaints about special education;
- scheduling and monitoring mediations and hearings;
- advising mediators and hearing officers about applicable laws and regulations, court decisions, and State Board of Education policy;
- preparing the record of hearings which are appealed to the courts;
- recruiting, training and evaluating mediators and hearing officers;
- maintaining hearing records and mediation results, and
- reviewing procedures, forms and manuals used by the unit to ensure compliance with the law.

Due Process also has the responsibility, as the maintainer of the agency's recordkeeping system, SEMIS, for reporting on the condition of special education within Connecticut. Activities include: collecting, processing, evaluating and distributing SEMIS materials; preparing and submitting state and federal special education pupil reports; publishing statistics on the condition of special education; and developing alternative procedures for submitting SEMIS data.

- **Program Development/Technical Assistance.** Staff provides expertise and consultation to school districts in the development and improvement of programs for exceptional children. The assistance may be provided through on-site visits, meetings, workshops and written materials. Activities include disseminating guidelines to assist schools in the areas of occupational and physical therapy, learning disabilities, speech and language difficulties, hearing impaired, and gifted and talented children, along with commentary to the special education regulations.
- **Student Support Services.** Personnel provide assistance to local school districts in the area of pupil services, including strengthening programs in school psychology, school social work, school health and guidance and counseling. These programs are concerned with development, prevention and remediation. The resolution of potential problems through early intervention and individualization are crucial services provided.

1983-84 ACHIEVEMENTS

During this year, perhaps the outstanding achievement of the division was its work with the Distinguished Citizens Task Force on Quality Teaching to produce a report which focused public attention on such important teacher issues as the need to raise salaries and provide adequate in-service training for teachers.

Other major accomplishments of the division in the year were:

- To plan, publicize, and produce a summer session of the Institute for Teaching and Learning. This session, concerned with writing; early childhood; basic skills in mathematics, reading, and writing; and instructional supervision, attracted over 3,000 applicants.
- To develop, produce, and disseminate a new set of standards and procedures for teacher preparation programs in Connecticut.
- To develop legislation, which was passed, requiring all school districts to offer planned, ongoing and systematic professional development programs for both teachers and administrators and to submit their plans to the State Department of Education by April 1986.
- To conduct compliance reviews in 46 public school districts and 36 private schools to ensure that all programs for handicapped children meet state and federal special education laws, and to administer a program that provided surrogate parents for 320 handicapped students whose parents were unavailable.
- To complete 47 special education hearings, hold 39 workshops on due process and special education procedures, resolve 287 complaints, conduct three formal investigations, and handle via mediation 95 disputes, in order to foster the improvement of instruction for handicapped students.
- To further instruction for gifted and talented students, to initiate 11 new school district programs, expand 14 existing programs, hold 14 regional workshops for teachers of the gifted and talented, and conduct three regional and one statewide conference for over 1,000 parents and one annual conference for 500 professionals.
- To provide school improvement services to seven schools that voluntarily entered Connecticut's School Effectiveness Project. These services included staff orientation, school assessment, and follow-up support for long-range improvement.
- To produce a position paper on the feasibility of ensuring services from birth for all eligible children, which led to this topic being included in "Connecticut's Challenge" and to formulation of a study committee on the subject.

Resources

The number of personnel and the financial resources of the Division of Elementary and Secondary Education are summarized below, by bureau and function. The summary indicates how both state and federal funds are used to provide personnel, grants and other expenses. The amounts expended are for the fiscal year 1983-84, ending on June 30, 1984, and the number of positions shown is for that date.

Table 4

General Fund						Federal Fund					
	Posi- tions	Personal Services	Other Expenses	Equip- ment	Grants and Other Payments	Posi- tions	Personal Services	Other Expenses	Equip- ment	Grants and Other Payments	
Division											\$51,118,463
*Bureau of School and Program Development	11	\$401,727	\$ 48,705	-	-	22	\$ 821,975	\$ 483,728	\$ 671	-	
Early Childhood	2	381,262	8,596	-	-	4	151,234	63,829	-	-	
Equity and Intergroup	4	135,772	37,310	-	-	6	202,238	171,270	-	-	
School Effectiveness	3	112,908	977	-	-	11	442,038	248,629	671	-	
*Bureau of Curriculum and Staff Development	19	710,545	191,266	-	-	5	132,032	3,110	320	-	
Curriculum Development	11	433,815	27,158	-	-	1	21,175	-	-	-	
Professional Develop- ment	2	75,578	19,205	-	-	1	20,299	2,570	320	-	
Learning Resources and Technology	4	135,130	142,750	-	-	2	83,915	540	-	-	
*Bureau of Student Services	7	233,289	85,857	-	-	25	1,062,527	1,683,352	5,300	-	
Student Support Services	3	101,770	29,290	-	-	2	77,137	13,286	-	-	
Program Development/ Technical Assistance	1	45,348	15,930	-	-	6	277,239	200,263	-	-	
Compliance	1	16,370	468	-	-	6	331,688	75,077	-	-	
Due Process	-	-	36,815	-	-	8	253,961	304,879	-	-	
Federal Programs	-	-	-	-	-	2	86,472	1,037,561	5,300	-	
Division Director	4	166,289	1,507	-	-	-	-	-	-	-	
Division Total	41	\$1,513,850	\$327,335	-	-	52	\$2,016,534	\$2,170,190	\$ 6,291	\$51,118,463	

*Includes Office of Bureau Chief

DIVISION OF VOCATIONAL AND ADULT EDUCATION

Bureaus

Community and Adult Education

Vocational Program Planning and Development

Vocational Services

Youth Employment and Training Services

MISSION

To plan, fund, assist and evaluate vocational education programs for secondary, postsecondary and adult learners, and to monitor programs for compliance with civil rights regulations

The Division of Vocational and Adult Education strives to attain the statewide goals of education:

- equity and equal opportunity
- improving school programs
- ensuring professional competence
- evaluating success

The bureaus, through their activities, reflect this commitment to improve adult and community education programs, to provide up-to-date information to the state's educational decision makers, to eliminate sex stereotyping in programs, and to deliver training to youths and adults who are under-prepared for employment.

The division also provides administrative services to the State Occupational Information Coordinating Committee (SOICC) and works closely with the State Council on Education for Employment (SCEE).

ORGANIZATION AND RESPONSIBILITIES

The division, directed by C. M. Green, accomplishes its mission through four bureaus (see Figure 4). These bureaus provide services to local education agencies, prime sponsors of Comprehensive Employment and Training Act programs, private industry, and a variety of educational agencies in the public and private sectors.

The Civil Rights Compliance Coordinating Unit operates as a function of the Office of the Director to monitor federally funded vocational programs in local education agencies, community colleges, state technical colleges and regional vocational-technical schools in fulfillment of requirements set forth in guidelines issued by the Department of Health, Education and Welfare on March 21, 1979. Programs are monitored for compliance with Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972 and Section 504 of the Rehabilitation Act of 1973.

Bureau of Community and Adult Education

The Bureau of Community and Adult Education, in addition to assisting the public schools in the improvement of adult and community education programs, monitors private occupational schools and institutions of higher education for compliance with state and federal statutes, including a program for veterans. The bureau is also responsible for administering the General Educational Development (GED) examination annually to more than 10,000 residents, enabling them to get a high school equivalency diploma. Bureau responsibilities include:

- **Adult Vocational Education.** The staff is responsible for program approval of private occupational schools and the approval of basic adult, secondary and postsecondary programs in which 3,000 veterans and their eligible dependents were enrolled in April 1984. The licensing of private occupational schools involves a considerable amount of program monitoring and evaluation as required by the Connecticut General Statutes. Monitoring of the private occupational school default assurance fund and the approval and monitoring of driver education programs in both public and nonpublic secondary schools are also mandated responsibilities.

Staff members responsible for veterans education maintain liaison with the Veterans Administration, including transmission of approvals and written reports of visitations; evaluate applications from participating educational institutions for the approval of new or revised programs; participate in seminars and meetings with national and state groups interested in program activities; and periodically issue veterans education school and course directories and other information.

- **Basic Skills/Community Education.** This function involves developing programs and providing technical assistance to meet the

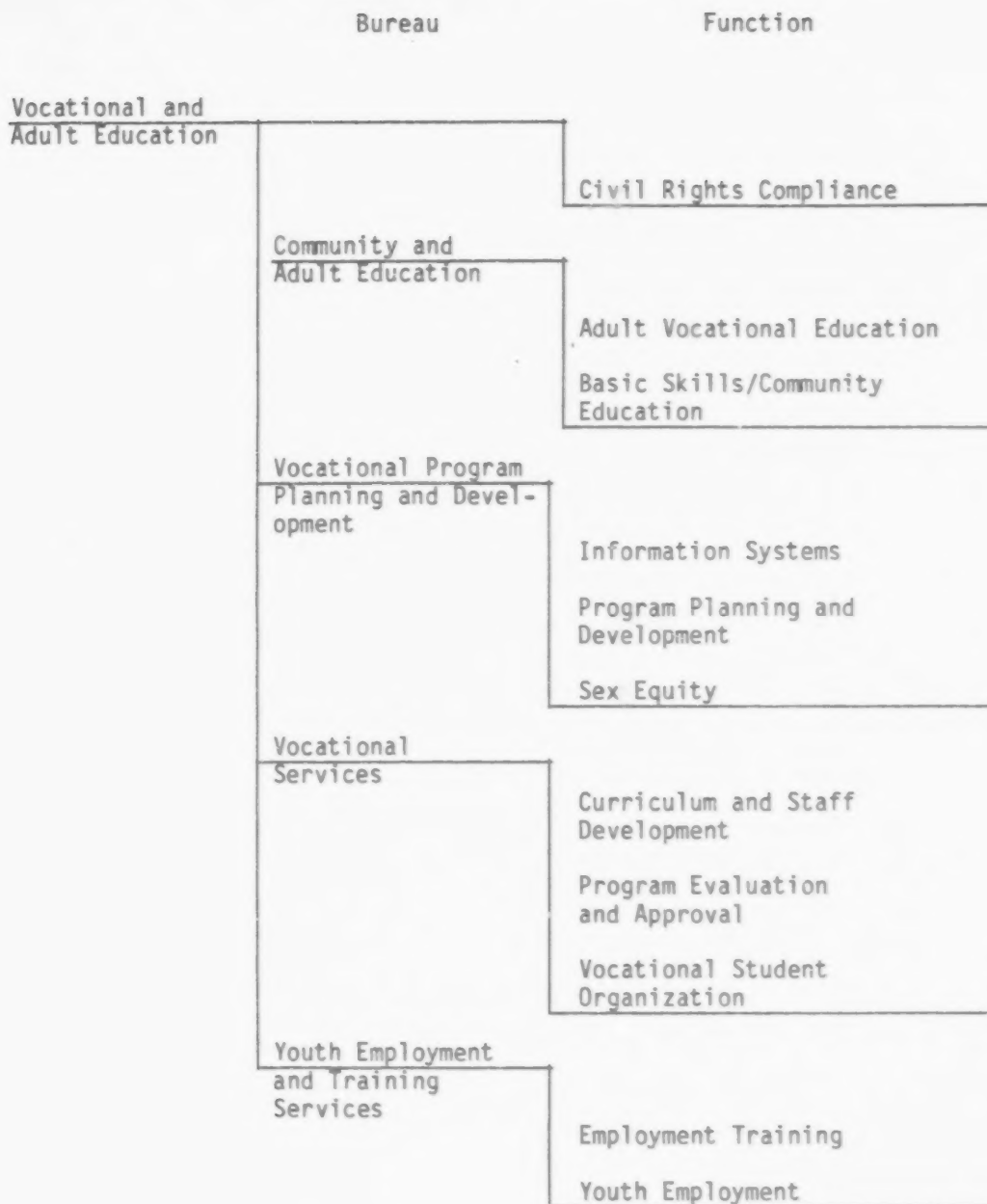


Figure 4
Division of Vocational and Adult Education

educational needs of communities and their in-school and out-of-school youth and adults. Clients include adults who have not completed 12th grade; adults who have not completed 8th grade; non-English-speaking adults, and other adults seeking career opportunities. Some of the training is done in cooperation with

business and industry. The staff oversees the administration of the General Educational Development examination and assists with Jobs for Connecticut Youth programs.

Bureau of Vocational Program Planning and Development

The general mission of the Bureau of Vocational Program Planning and Development is to ensure that the Board of Education, the Department, the Division, and Connecticut educators and citizens have the information needed to plan, direct and improve vocational education programs in the public schools. This information comes in the form of long-range and annual plans, research findings, vocational curriculum development materials, reports and analyses of current and anticipated enrollments (youth and adult), and evaluations of exemplary projects. The bureau oversees initiatives for the improvement of vocational programs and sex equity, including supportive services and programs for displaced homemakers. The bureau has three main functions.

- **Information Systems.** Personnel are responsible for collecting, analyzing and reporting data on federally assisted vocational education programs. A computerized data system is maintained to provide statistical and financial information necessary to evaluate the quality and effectiveness of vocational education programs and to plan for future needs. Meetings are held with representatives of other bureaus and local school administrators to modify and improve data collection methods to meet the needs of the Department and the requirements of the vocational education data system. Information on state and regional economies and job opportunities are analyzed and presented in a series of publications for use by Department staff, educators and local school administrators in planning and improving the quality of vocational education in Connecticut. Data are reported annually to the National Center for Education Statistics.
- **Program Planning and Development.** A major responsibility is the preparation of the five-year state plan, an annual state plan and an accountability report for the administration of vocational programs under P.L. 94-482, the Vocational Education Act.

Another function is to fund and administer research, exemplary and curriculum development projects which are designed to improve the comprehensive delivery of vocational programs, and to increase participation in vocational training programs by special needs populations. The staff disseminates information about successful vocational education practices, both state and national.

Professional development initiatives are concerned with improving the qualifications of vocational educators and maintaining an adequate supply of qualified vocational educators through in-service, preservice and professional certification programs. Activities undertaken in professional development are directly

related to the State's *Comprehensive Plan for Elementary and Secondary Education*, e.g., coordinate staff development programs within the Department, assist with revising procedures and standards for approving teacher preparation programs, and increase leadership training for key vocational program administrators.

- **Sex Equity.** Emphasis is on secondary vocational programs in the local school districts and on maintaining nontraditional training programs developed for previously underserved adult female populations. Cooperative planning and programming with the Division of Regional Vocational-Technical Schools, the community colleges and other state agencies responsible for employment and training programs for adults is a priority. In-service training and the dissemination of resource materials to secondary schools, community agencies and community colleges has fostered an increase in enrollment of youth and adults in vocational programs nontraditional to their sex. All activities are designed to increase access of young and adult females and males to the full range of vocational and career options available and to eliminate the sex-stereotypical patterns of vocational choices which traditionally have limited development of personal talents and interest in career preparation.

The staff assists local education agencies, regional vocational-technical schools, community colleges, community agencies and regional educational service centers in providing in-service training to teachers, counselors, administrators and parents. Competitive grant programs allow the unit to increase the participation of adult women in technical and trade training programs; make available in-service training in sex equity for school personnel, and continue support services for incarcerated women enrolled in vocational programs at Niantic Correctional Center.

Bureau of Vocational Services

The mission of the Bureau of Vocational Services is to increase opportunities for Connecticut citizens to acquire, improve and increase their vocational skills and knowledge so that they can enter and advance in careers. The bureau works with the educational community of the state to develop vocational proposals for federal and state funding; to assist in the development of immediate and long-range local and state plans for vocational education; to develop guidelines and other documents necessary for the operation of vocational education programs in the state. The staff is responsible for the review of proposals and plans, the monitoring of ongoing programs; formal evaluation of a 20-percent sample of vocational programs in the state each year, and working with vocational student organizations.

Program administration activities include development of guidelines, processing of grants, and approving programs for statutory or grant purposes, as well as the monitoring and evaluation of programs.

The bureau assists local school districts and other education agencies through in-service training programs; development and dissemination of materials for use in professional development, curriculum and classroom instruction; and through supervision of vocational student organizations.

- **Curriculum and Staff Development.** Staff members are responsible for developing, updating and disseminating vocational curriculum and guidelines for quality vocational programs in Connecticut schools. Subject areas in which staff provide professional assistance are: business education, consumer home economics, diversified occupations, health occupations, industrial arts, marketing and distributive education, vocational agriculture education, and vocational guidance.

Bureau consultants work closely with professional and business associations as well as centers for higher education to maintain quality instructional programs in vocational education. Attention is paid to serving special populations including the handicapped, disadvantaged, out-of-school youth, adults, minorities and women. Consultants also provide guidance on laws pertaining to the operation of vocational programs.

- **Program Evaluation and Approval.** Staff provides technical assistance to all local education agencies, institutions, contractors or others who receive vocational entitlements or grants under federal and state legislation. Recipients are helped to prepare an annual plan, grant applications, state and federal contracts, proposals for competitive grants, minigrants and special projects, and arrangements for collaborative programs.

A major concern is the quality of the vocational education programs approved, funded and operating. To ensure quality, personnel evaluate on a regularly scheduled basis up to 20 percent of all entitlement programs. Based on the recipient's self-evaluation and an on-site visit, bureau staff prepare a narrative report outlining strengths in the various vocational programs and recommending steps for quality improvement.

- **Vocational Student Organizations.** Personnel assigned to this function are responsible for the coordination of numerous activities related to the operation of six vocational student organizations and statewide coordinating group, the Connecticut Council of Vocational Organizations (CCVSO). The six Vocational Student Organizations are: American Industrial Arts Student Association (AIASA); Distributive Education Clubs of America (DECA); Future Business Leaders of America (FBLA); Future Farmers of America (FFA); Future Homemakers of America/Home Economics Related Occupations (FHA/HERO); Vocational Industrial Clubs of America (VICA).

Activities include supervising students participating in state, regional and national activities; providing in-service programs for present prospective and local and state advisors and officers; conducting seminars and conferences to help young adults develop vocational competencies, a sense of civil responsibility, leadership capabilities, enthusiasm for learning, and a feeling of the civic, social and moral responsibilities of business to society. Staff members work to establish working relationships with members of business and industry in order to maintain relevant and up-to-date instruction in vocational education programs in the local high schools.

Bureau of Youth Employment and Training Services

The general mission of the Bureau of Youth Employment and Training Services is to administer the State Education Coordination and Grants program under the Job Training Partnership Act (JTPA) and to manage the Jobs for Connecticut Youth initiative. In both endeavors, the bureau works with a broad spectrum of local agencies in the planning, design and conduct of a variety of program activities for the delivery of training and services to the state's disadvantaged. Central to the mission is the development of enduring processes which will result in the coordinated use of both public and private resources.

The bureau's organization is heterogeneous, with responsibilities for all program and support activities shared without distinction to the targeted audiences. Programs include, but are not limited to, basic skills, prevocational education, skills training, life skills, English as a second language and assessment. The programs are operated by and through local education agencies, regional community colleges, regional vocational-technical schools, community-based organizations, private industry and the state technical colleges. Program activities funded through the bureau must, without exception, have the sanction and concurrence of local personnel and in the case of JTPA, programs are based upon a negotiated cooperative agreement between the state education agency and the local Private Industry Council.

Related activities in the area of staff development, program evaluation, program monitoring/desk auditing, and inter/intra-agency coordination are integral to the total operation.

The bureau has, as a priority, the goal of assisting local education agencies in fostering the adoption of "school to work transition assistance programs" as an integral component of their curriculum offerings, building upon the exemplary national demonstrations of the past half decade.

1983-84 ACHIEVEMENTS

One of the most important ongoing activities of the Division of Vocational and Adult Education is the distribution and supervision of state and federal funds to be used in preparing young people and adults for the "world of work." (Funding is particularly important in vocational education because of the great cost of equipment required to give effective job-related training.)

Specific major accomplishments of the division in the year 1983-84 were:

- To draft legislation, which has been passed and signed into law, clarifying existing law and adding items necessary for state supervision of vocational and adult education.
- To conduct pre-evaluation reviews and on-site reviews in ten school districts to determine the efficacy of adult education programs. Plans were also made for evaluation of 12 district programs during school year 1984-85.
- To implement plans for redistribution of federal adult education funds, which plans responded to issues of equity promoted by the Department. Forty-nine local education agencies received federal program funds and ten competitive special project awards were made (compared with 33 awards of federal funds the previous year).
- To approve \$3,632,000 in federal funds and \$3,000,000 in state funds for ,250 vocational education programs in 175 school districts and other special delivery institutions. This money enabled approximately 168,250 students to acquire skills needed for employment.
- To sponsor 50 workshops, courses, and conferences to upgrade vocational educators in new technology, business and industry involvement, student recruitment, certification, equity, and safety. Participants included 3,771 teachers, 254 administrators, 63 advisory committee members, 499 representatives from business and industry, and 419 students. Attendees came from approximately 90% of school districts and other institutions across all vocational program areas.
- To present awards to 17 secondary schools and eight colleges for outstanding Vocational Improvement Practices (VIPs). More than 90 vocational teachers participated in five VIP on-site conferences to learn the techniques necessary to adopt or adapt these practices to their schools.
- To design projects to eliminate sex bias in secondary programs and career counseling services. These projects were implemented by seven public school systems and the state regional vocational-technical school system of 17 schools.

Resources

The number of personnel and the financial resources of the Division of Vocational and Adult Education are summarized below, by bureau and function. The summary indicates how both state and federal funds are used to provide personnel, grants and other expenses. The amounts expended are for the fiscal year 1983-84, ending on June 30, 1984, and the number of positions shown is for that date.

Table 5

Division	General Fund					Federal Fund				
	Posi- tions	Personal Services	Other Expenses	Equip- ment	Grants and Other Payments	Posi- tions	Personal Services	Other Expenses	Equip- ment	Grants and Other Payments
					\$250,000					\$8,986,010
*Bureau of Vocational Services	7	\$191,046	\$ 66,234	-	-	18	\$817,722	\$ 75,185	\$1,160	-
Curriculum and Staff Development	4	110,275	-	-	-	5	227,530	-	-	-
Program Evaluation and Approval	-	-	-	-	-	6	277,744	-	-	-
Student Organization	-	-	-	-	-	6	249,757	-	-	-
*Bureau of Community and Adult Education	12	372,734	50,796	-	-	1	18,280	19,158	1,240	-
Adult Vocational Education	4	138,144	-	-	-	-	-	-	-	-
Basic Skills/Community Education	3	80,315	-	-	-	1	18,280	15,017	-	-
Veterans Education	3	88,169	-	-	-	0	-	4,141	1,240	-
*Bureau of Vocational Program Planning and Development	1	48,826	49,451	-	-	9	380,423	12,080	-	-
Program Planning and Development	-	-	-	-	-	4	189,442	-	-	-
Information Systems	-	-	-	-	-	2	88,861	-	-	-
Sex Equity	-	-	-	-	-	2	81,348	907	-	-
*Bureau of Youth Employment and Training	-	-	14,940	-	-	6	408,091	17,909	-	-
Youth Employment and Training	-	-	-	-	-	4	303,259	-	-	-
SOICC (1)	-	-	-	-	-	5	208,016	20,075	7,800	-
SCEE (2)	-	-	-	-	-	2	29,797	3,181	-	-
Division Director	3	95,363	14,389	-	-	2	87,394	25,623	810	-
Division Total	23	\$707,969	\$195,810	-	\$250,000	43	\$1,950,723	\$173,291	\$11,010	\$8,986,010

*Includes Office of Bureau Chief

(1) State Occupational Information Coordinating Committee
(2) State Council on Education for Employment

DIVISION OF VOCATIONAL REHABILITATION

Bureaus

Disability Determination

Planning, Evaluation and Training

Rehabilitation Services

MISSION

To restore persons with disabilities to productive work through a program of vocational rehabilitation services administered in accordance with state and federal legislation

The Division of Vocational Rehabilitation administers a wide range of services to individuals which increases the availability of training and job placement opportunities for persons with disabilities. The division provides vocational guidance and counseling to assist disabled persons to obtain and maintain employment. The division also administers a program to determine the eligibility of applicants and process all claims for benefits under the Social Security Disability Act of 1954 as amended.

ORGANIZATION AND RESPONSIBILITIES

The division, under the direction of Associate Commissioner Marilyn A. Campbell, assumes a leadership role in a network of state departments, rehabilitation centers and other providers of services whose activities support the mission of the division. The work is carried on by three bureaus (see Figure 5).

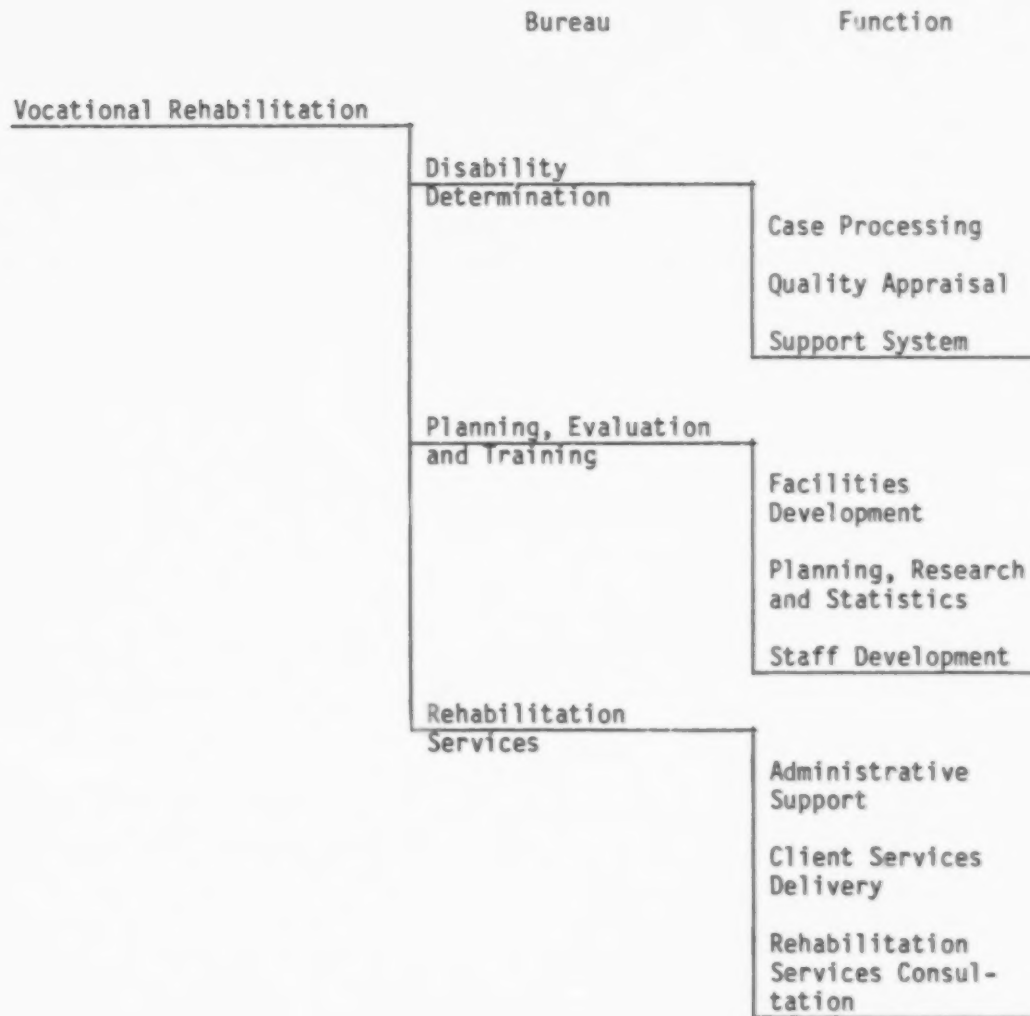


Figure 5
Division of Vocational Rehabilitation

Bureau of Disability Determination

The Bureau of Disability Determination adjudicates claims to determine eligibility for cash benefits from the Social Security Disability Insurance (SSDI) and Supplemental Security Income (SSI) programs in accordance with federal law and Social Security Administration regulations. Functions are:

- **Case Processing.** The staff performing this function documents and analyzes medical and vocational evidence on individual claims to determine eligibility for disability benefits.
- **Quality Appraisal.** Personnel sample, detect, analyze and correct deficiencies in claims processing to ensure consistent and accurate decision making.
- **Support Systems.** Individuals provide technical, consultative and fiscal services necessary for the implementation and operation of the program's goals. These include training, liaison with the medical community, and statistical and fiscal reporting.

Bureau of Planning, Evaluation and Training

The Bureau of Planning, Evaluation and Training coordinates the division's program planning, evaluation and research utilization. The bureau also conducts all staff development and in-service training activities. Working through a statewide network of rehabilitation facilities and workshops, the bureau promotes the development of new or expansion of existing programs of services to clients.

- **Facilities Development.** The staff coordinates the purchasing and monitoring of services to clients from rehabilitation facilities and workshops throughout the state; provides assistance to the staffs of rehabilitation centers in program expansion and development by workshop staff; and administers a federal/state grants program.
- **Planning, Research and Statistics.** Personnel coordinate the preparation of federal and state planning documents and evaluation reports, disseminate information and promote interagency cooperation.
- **Staff Development.** Staff members coordinate the in-service training and staff development activities, including specialized activities focusing on services to the deaf, hearing impaired and the visually impaired deaf.

Bureau of Rehabilitation Services

The Bureau of Rehabilitation Services provides direct, individualized services to clients. The bureau administers the state/federal program of vocational rehabilitation services for vocationally handicapped individuals in accordance with state and federal legislation and regulations.

- **Administrative Support.** The staff promotes standard casework practices by maintaining a policy and procedures manual and consulting with field office professional staff. The staff also acts to assure clients' rights in the development of rehabilitation plans and provides for redress of perceived inequities in the service delivery through appellate procedures.
- **Client Services Delivery.** Personnel provide vocational rehabilitation services to eligible clientele through five district offices composed of 19 local and eight special offices. Weekly visits are made to all state job service offices and counselors are assigned liaison duty with secondary schools and other frequent referral sources. The staff, with the district directors, monitors casework and advises on direct client services delivery.
- **Rehabilitation Services Consultation.** Personnel provide consultation and technical assistance to district office staff on unique or extraordinary issues relating to the specific service needs of individual clients, and on contracts for medical, psychological, architectural and engineering consultants.

1983-84 ACHIEVEMENTS

The Division of Vocational Rehabilitation continued throughout the year to maintain and improve the scope and quality of services provided to disabled adults to help them prepare for a productive role in the workforce and to become more self-sufficient. Many of the division's activities are ongoing. Each year new clients are served and support services provided to those not yet prepared to enter the workforce.

In 1983-84 the division provided vocational rehabilitation counseling, evaluation, planning, physical and mental restoration, training, job placement and/or post-employment services to 16,318 persons with physical or mental disabilities. Of the total served, 2,243 were completely rehabilitated.

Specific major accomplishments of the division in the year were:

- To provide follow-up in-service training on the utilization of rehabilitation facilities/workshops; training on rehabilitation of the psychiatrically disabled, learning disabled, and those using sign language.

- To continue to increase counselor skills in service to Spanish-speaking, deaf, and homebound clients; and to train 54 rehabilitation specialists.
- To conduct 24 program audits at rehabilitation facilities.
- To computerize scheduling of disability determination evaluations by medical consultants.
- To continue to revise disability determination case recording for better control of work flow.
- To expand disability determination case recording to improve invoice processing.
- To develop a facilities directory categorizing rehabilitation facilities by services, type and location.
- To prepare to increase number of learning disabled served and to increase the type of services to learning disabled clients.
- To continue to increase use of similar benefits by working cooperatively with the Connecticut Association of Professional Financial Aid Administrators, Department of Health, the Veterans Administration, Services for the Blind, Department of Mental Health, Department of Mental Retardation, Department of Labor, Multiple Sclerosis Association, Connecticut Alcohol and Drug Abuse Commission and others.

Resources

The number of personnel and the financial resources of the Division of Vocational Rehabilitation are summarized below, by bureau and function. The summary indicates how both state and federal funds are used to provide personnel, grants and other expenses. The amounts expended are for the fiscal year 1983-84, ending on June 30, 1984, and the number of positions shown is for that date.

(continued on page 42)

Resources, Division of Vocational Rehabilitation

Table 6

General Fund						Federal Fund					
	Posi- tions	Personal Services	Other Expenses	Equip- ment	Grants and Other Payments	Posi- tions	Personal Services	Other Expenses	Equip- ment	Grants and Other Payments	
Division										\$1,489,295	
<u>*Bureau of Rehabilita- tion Services</u>	163	\$ 5,271,803	\$ 595,422	\$22,727	-						
Administrative Support	1	60,546	4,305	-	-						
Client Service	156	4,925,345	578,202	22,727	-						
Rehabilitation Services Delivery	2	119,292	8,610	-	-						
<u>*Bureau of Planning, Evaluation and Training</u>	15	581,517	96,512	-	-						
Staff Development	3	134,437	46,047	-	-						
Facilities Development	3	130,238	12,616	-	-						
Planning, Resources and Statistics	7	226,543	25,232	-	-						
<u>*Bureau of Disability Determination</u>	130	4,076,004	4,331,244	12,948	-						
Quality Appraisal	8	325,798	-	-	-						
Case Processing	65	2,400,786	-	-	-						
Support Systems	53	1,176,477	4,331,244	12,948	-						
<u>Division Director</u>	9	311,538	35,088	-	-						
Division Total	317	\$10,240,862	\$5,058,266	\$35,675	\$1,489,295						

*Includes Office of Bureau Chief

DIVISION OF VOCATIONAL-TECHNICAL SCHOOLS

Facilities and Planning
General/Related Education
Student Support Services
Trades

MISSION

To increase the employability of Connecticut citizens and stimulate economic growth by providing opportunities for comprehensive training in 45 occupational areas

The Division of Vocational-Technical Schools manages Connecticut's system of 17 regional vocational-technical schools and four satellite operations. The primary population served is high school students who receive both an academic program and trade training. An even larger number, however, participate in the postgraduate and adult education programs.

ORGANIZATION AND RESPONSIBILITIES

The division is responsible for the operation and maintenance of 19 of the 21 facilities in which programs are offered across the state. Program evaluation is an ongoing process.

The division is headed by Director Angelo J. Tedesco and Assistant Director Kenneth C. Gray. Support to the schools is provided by a staff of 17 consultants who are organized into three functional groups (see Figure 6) and by staff members concerned with facilities and planning.

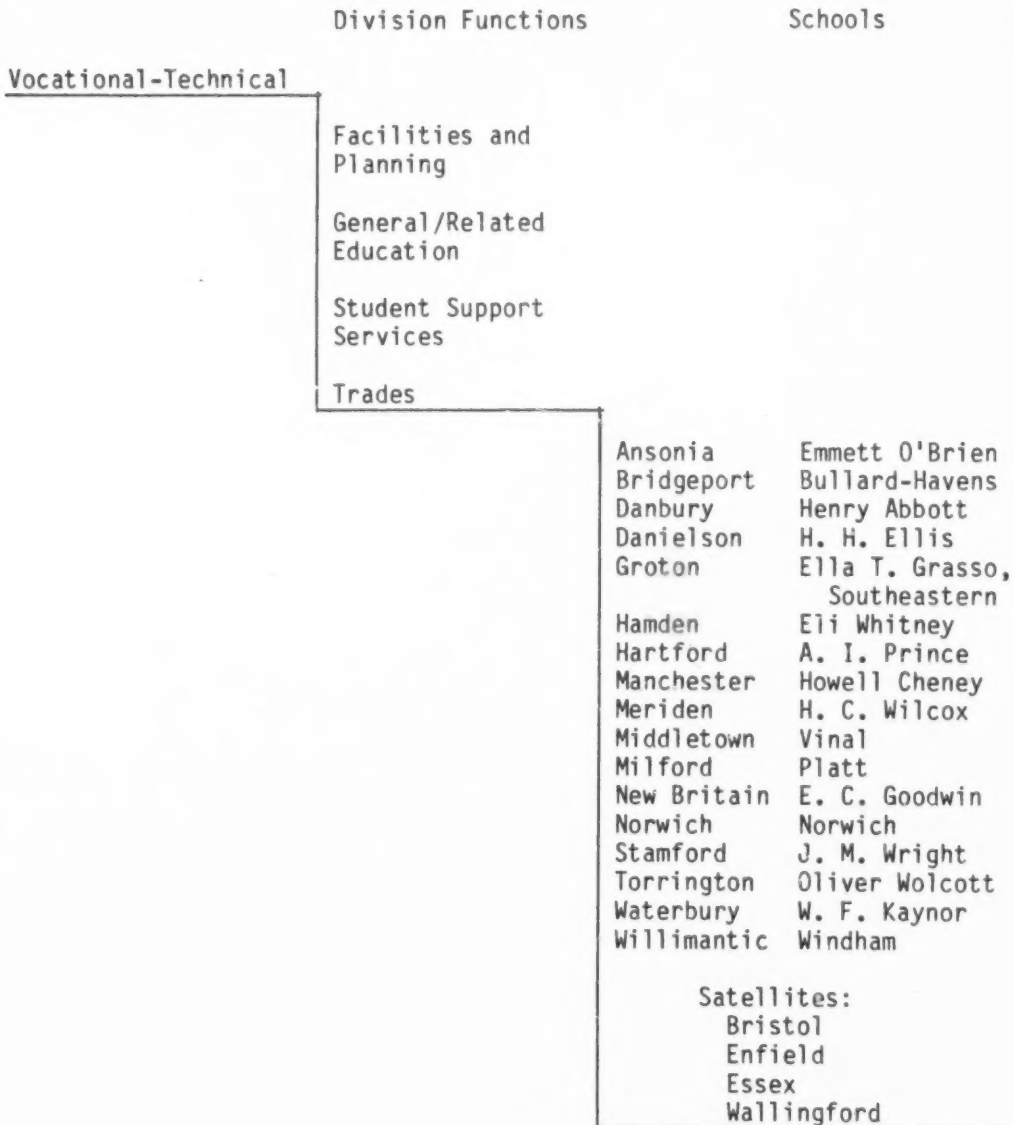


Figure 6
Division of Vocational-Technical Schools

Through the schools and satellites, the division provides technical, related and academic programs to prepare secondary, postsecondary and adult students with marketable skills in health, trade and industrial, and technical occupations. Full-time programs range in length from one year at the postsecondary level to the four-year diploma program at the secondary level. Part-time preparatory, supplemental and apprenticeship programs for adults and out-of-school youth provide opportunities to obtain basic job skills or to upgrade existing skills and knowledge.

The roles of division staff cover four major functions.

- **Facilities and Planning.** Staff is responsible for managing all renovations and new construction in the vocational-technical school system.
- **General/Related Education.** Staff consultants provide direction and consultative services for academic programs within the schools.
- **Student Support Services.** Consultants offer assistance and direction with regard to guidance, special education, remedial reading, bilingual education, Chapter 1 programs, and psychological services.
- **Trades.** The staff provides leadership and consultative services for the 44 different trade offerings in the vocational-technical schools.

1983-84 ACHIEVEMENTS

During the school year Connecticut's 17 regional vocational-technical schools provided equal access to basic skills, academic and shop programs for approximately 14,000 full-time students, in addition to an equal number of part-time enrollees, most of whom are adults undergoing re-training or skills upgrading. Programs were also offered for specific populations, such as those who have a limited proficiency in English or who are homemakers seeking to enter or return to job market.

Specific major accomplishments of the division during the year were:

- To provide a summer program in all 17 schools for support of pre-9th graders in need of academic or language support. As a result of these programs, the school retention rates increased.
- To have central office staff meet at least twice during the year with all curriculum steering committees, made up of local industry leaders. These meetings often resulted in major changes in trade curricula to keep up with changes in the workplace.

- To develop a five-year plan and initiate its first phase for the purchase of capital equipment necessary for instruction to keep pace with technological advances in the workplace.
- To develop and establish in five schools model programs for entry-level skill training of adults which may be operated in conjunction with private industry councils of the new Job Training Partnership Act (replacing CETA).
- To hold three statewide curriculum days for vocational-technical school staff. These were a continuation of in-service training and dealt with safety, English, reading, social studies, and computer literacy.
- To ensure excellence and equity in education, central office staff surveyed the conditions of existing plants and physical education facilities, kinds of activities offered, and level of participation in athletics, clubs (including skill and trade clubs such as VICA) and intramurals.
- To utilize the trade staff as advisers to the building construction personnel on modification and improvements to three regional schools (H. H. Ellis in Danielson; Windham in Willimantic; Vinal in Middletown). The trade unit's advice and recommendations for guiding modifications allowed the addition to curriculum of new trades which respond to the changing needs of the workplace.

Resources

The number of personnel and the financial resources of the Division of Vocational-Technical Schools are summarized below, by bureau and function. The summary indicates how both state and federal funds are used to provide personnel, grants and other expenses. The amounts expended are for the fiscal year 1983-84, ending on June 30, 1984, and the number of positions shown is for that date.

Table 7

	General Fund					Federal Fund				
	Posi- tions	Personal Services	Other Expenses	Equip- ment	Grants and Other Payments	Posi- tions	Personal Services	Other Expenses	Equip- ment	Grants and Other Payments
Total	1,449	\$32,253,425	\$7,292,252	\$779,283	-	52	\$1,414,295	\$194,333	\$263,380	\$109

Connecticut State Department of Education

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